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AUTHOR Rainey, Malcolm F.
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ABSTRACT

To obtain the views of practitioners on the importance of statements found in administrative job descriptions, a 73-item questionnaire was sent to 340 school administrators in Georgia. Of those, 207 administrators responded. The questionnaire dealt with the tasks, functions, and responsibilities of administrators and supervisors found in job descriptions obtained from superintendents, curriculum directors, general supervisors, and principals at all levels. Findings include a list in rank order of the 25 tasks, functions and responsibilities that administrators rated highest in importance and a list of the five lowest-ranked statements. Conclusions suggest that administrators varied in their rankings of job statements, and preferences seemed to be grouped according to professional assignments. Appended are three references. (SI)

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# DESCRIPTIVE JOB STATEMENTS RATED BY ADMINISTRATORS

by

Malcolm F. Rainey

## INTRODUCTION

The use of the job or position description in management is a common administrative practice. Most often it defines the functions, roles or responsibilities of an employee. According to Rebore (1987), the job description gathers information about the position. In addition, it can set forth what an employee does and why he performs certain tasks. Castetter (1986) states the need for organizational review of each position periodically to establish position standards so that specific results might be achieved. Drucker (1974) believes that the job description or position guide should not define the specific contributions which a specific manager is expected to make. In Drucker's view, the manager should be expected to write his own job description; to work out his own proposal for the results and contributions for which he and his unit should be accountable. Utilizing the Drucker method of plotting the manager's job, a study to ascertain the rankings administrators would place on specific job functions in their particular areas of responsibility was undertaken.

## METHOD

In order to obtain the views of practitioners on the importance of statements found in administrative job descriptions, a 73-item questionnaire was sent to 340 school administrators in Georgia. The questionnaire dealt with the tasks, functions and responsibilities of administrators and supervisors found in job descriptions obtained from superintendents, curriculum directors, general supervisors and principals at all levels. These in turn were organized under the headings of Leadership, Program Development, Staff Personnel, School Management, Student Activities, District Level Functions and Community Relations.

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The respondents were asked to indicate the degree of importance of each statement as it applied to their positions. Completed questionnaires were received from 207 administrators, a 61% return. The positions held by the respondents were as follows: superintendent of schools -27; curriculum directors and supervisors - 21; high school principals - 27; junior high school principals - 13; middle school principals - 12; elementary school principals 89; and miscellaneous assignments - 7.

FINDINGS

The 25 tasks, functions and responsibilities rated highest in importance by the administrators, among the 73 descriptive statements included in the study, are listed in rank order as follows:

1. Creating and maintaining open channels of communication with faculty and staff.
2. Administering the general policies and programs of the local board, the regulations of the State Board of Education and statutory law.
3. Establishing good communications with parents and other citizens.
4. Attending meetings with the Superintendent or administrative cabinet as scheduled.
5. Making available to the faculty and staff all school regulations enacted by the School Board or superintendent.
6. Recruiting, interviewing and recommending applicants for teaching positions.
7. Making recommendations for the continued employment or discontinuance of faculty and staff.
8. Reporting to and cooperating with central office administrative superiors in curriculum, personnel and finance.
9. Utilizing communications skills.
10. Providing information or preparing reports as required by the central office.
11. Observing, supervising and evaluating all personnel assigned to the building.

12. Establishing and enforcing a fair method for conducting student control, discipline and student absenteeism.
13. Making decisions, providing information, or acting as a consultant to others as required in various situations.
14. Reporting and interpreting school programs to the public.
15. Providing leadership to faculty and staff in all instructional matters.
16. Involving the faculty and staff in short and long-range planning.
17. Assuming responsibility for curriculum improvement.
18. Orienting new faculty and staff members.
19. Developing effective parent relationships through conferences, programs, special meetings and school bulletins.
20. Developing plans for the opening and closing of schools.
21. Preparing the master schedule each year.
22. Providing guidance for students, faculty, staff and parents in the solution of day-to-day problems.
23. Serving in a leadership role to the Board of Education and community.
24. Maintaining a positive program of public relations to interpret the school program to the community.
25. Taking an active part in the growth and improvement of the community.

The five lowest ranked statements among the 73 tasks, functions and responsibilities were:

69. Supervising and checking all pupil personnel records.
70. Assigning and supervising student teachers.
71. Serving on county, state and national professional committees.
72. Serving in a liaison role with agencies.
73. Preparing a weekly bulletin.

Of the twenty-five highest ranked statements, job area distributions were as follows:

Leadership - 7, 9, 13, 16, 22 and 23.
Community Relations - 3, 14, 19, 24 and 25.
District Level Functions - 2, 4, 5, 8 and 10.
Staff Personnel - 1, 6, 11 and 18.
Program Development - 15 and 17.
School Management - 20 and 21.
Student Actvities - 12.

DISCUSSION

Professional role respondents varied in their ratings of importance on many of the 73 descriptive statements. High school and elementary school principals reported "creating and maintaining open channels of communications with faculty and staff" as their top choice, while junior high school principals indicated this as their third highest item. Middle school principals gave this item their sixth choice. All administrators included "observing, supervising and evaluating personnel assigned to the building" among their top five choices. High school and elementary principals listed "establishing good communications with parents and other citizens as their third highest choice. "Administering the general policies and programs of the local board, the regulations of the State Board of Education and statutory law," was included in the top three selections by superintendents and principals at the elementary, middle and junior high levels. Superintendents also included "making recommendations for the continued employment of faculty and staff, preparing the annual school budget to meet educational needs, and reporting and interpreting school programs to the public," among their top five choices. Curriculum directors listed "developing in-service and professional growth activities for staff, assuming responsibility for curriculum improvement, and directing curriculum change through grade level, departmental, or subject area meetings" as their top three selections. General supervisors indicated "making decisions, providing information, or acting as a consultant to others, meeting with committees to evaluate, modify, adapt, or replace existing

programs or courses of study, and developing in-service and professional growth activities for staff" as their top three choices.

Leadership led the job area distributions with 6 (24 per cent) of the 25 top-ranked items chosen. Community Relations and District Level Functions each had 5 (20 per cent) items in this group. Staff Personnel had 4 (16 per cent) of the highest ranked items in its category. In the top listing, items 1, 3, 9, and 14 dealt with effective communications.

## CONCLUSIONS

In this study, administrators varied in their rankings of job statements. Their preferences seemed to be grouped according to professional assignments. There also were similarities as well as differences among the position types. In this regard, implications seem to be indicated for specialized training, staff development and certification in each specific area. Insofar, as to the relative merits of fixed or flexible job descriptive statements for each position are concerned, the indication would seem to be for flexibility in functions assigned to areas and levels of administrative positions.

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